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ABSTRACT

Intended for either the general educator or the specialist, this text offers principles and teaching strategies for teaching students with visual impairments including both blind students and those with low vision. The book is organized into three sections: "Vision," "Learning," and "Testing and Transitions." The four chapters in the "Vision" section describe the visual system, what can go wrong with it, how it is evaluated, and how it can be enhanced. The five chapters in the "Learning" section discuss how a visual impairment affects learning in general, early development, and specific subject areas in school. The chapters analyze what special compensatory skills are needed and how multiple disabilities are related to visual impairment. The "Testing and Transitions" section explores diagnostic teaching methods, comprehensive assessments, and the various changes that occur during the school years and beyond for a student with visual impairments. Extensive appendices provide supplementary information on: the Individualized Family Service Plan, listening games and activities, handwriting using the braille cell as a reference, a typing curriculum, a list of assessments, an outline for evaluating functional vision, the structure of a Learning Media Assessment, a comprehensive list of resources, and a "Time-Line of Events Related to the Field of Visual Impairment." A glossary of terms is also provided. (Individual chapters contain references.) (DB)

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